DOCUMENT RESUME

ED 475 632 PS 030 371

AUTHOR	Fabian, Hilary
TITLE	Contextualised Learning for 5- 8-Year-Olds. 5-14 Teacher Support Series.
INSTITUTION	Learning and Teaching Scotland, Dundee.
ISBN	ISBN-1-85955-762-7
PUB DATE	2002-00-00
NOTE	21p.
AVAILABLE FROM	Sales Department, Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY, Scotland (3 British Pounds Sterling). Tel: 01382-443600; Fax: 01382-443645/6; e-mail: enquiries@LTScotland.com; Web site: http://www.LTScotland.com.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Children; Educational Environment; Elementary School Curriculum; Foreign Countries; Games; Learning Activities; *Play; Primary Education; *Scaffolding (Teaching Technique); *Student Evaluation; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS	*Play Learning; Scotland

ABSTRACT

Noting that play provides opportunities for children to develop adaptability, flexibility, and creativity, this paper links the findings of educational research on play and the work of teachers in primary classrooms in Scotland following the 5-14 curriculum. The paper's introduction provides information on historical and contemporary theories of play. The paper then continues with definitions of three types of play: (1) epistemic behavior, exploring the basic properties of materials to develop further knowledge; (2) ludic behavior, including sociodramatic and fantasy play; and (3) games with rules. Adults' role as managers and scaffolders of play is emphasized. Next, the paper delineates ways to create an environment in which children can learn through play by considering the space, time, materials, and rules. Suggestions for planning for play are listed. The teacher's role is also discussed. Suggestions for assessing learning that takes place during play include planning for assessment opportunities and developing and maintaining records of learning. Questions to assist in evaluating and improving the quality of play relate to the aims and objectives of play; the curriculum; teaching and learning strategies; planning, assessment, and record keeping; the physical environment; equal opportunities for play; parental partnership; and monitoring and evaluation. The paper then describes how play can be used to access the 5-14 curriculum strands of personal and social development/English, mathematics, science, and the expressive arts (art and design, drama, music, physical education). Implications for current methods of teaching are discussed, with a list of starting points for discussion. The paper concludes with a list of play services and web sites available for further information. (Contains 30 references.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 632

5-14 TEACHER SUPPORT

Contextualised Learning for 5–8-year-olds

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
Tegwen R. Wallace
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

Learning and Teaching Scotland

BEST COPY AVAILABLE

Contextualised Learning for 5–8-year-olds

Dr Hilary Fabian

First published 2002

© Learning and Teaching Scotland 2002

ISBN 1 85955 762 7

Contents

Introduction 1

Types of play 5
- Epistemic behaviour 5
- Ludic behaviour 6
- Games with rules 6

Adults as managers and scaffolders of play 6

Creating the environment to learn through play 6
- Space 6
- Time 7
- Materials 7
- Rules 7

Planning for play 7

Teaching through play 8

Assessing learning that takes place in play 8
- Aims and objectives 9
- Curriculum 9
- Teaching and learning strategies 9
- Planning, assessment and record keeping 9
- Physical environment 9
- Equal opportunities 9
- Parental partnership 9
- Monitoring and evaluation 10

Accessing the curriculum through activity-based learning 11
- Personal and social development/English 11
- Mathematics 12
- Science 12
- Expressive arts (art and design, drama, music, physical education) 12

Implications for current methods of teaching 12

Play services and websites 13

References 15

Introduction

One of the key findings in *Interchange* 71: 'Early Intervention in Literacy and Numeracy' is that there is:

> ... *widespread concern that there was too little play and opportunity for self-directed learning in the early stages of the primary school.*
>
> *Early Intervention in Literacy and Numeracy* (Interchange; 71), Scottish Executive Education Department, 2001

Approaches to learning for P1–P3 children need to take into account those aspects of teaching that help learners to experience learning in a meaningful and purposeful way, building on their nursery education. Today's children face a future that will demand skills such as knowing 'how to make sense, how to make meaning, how to make moral choices, how to invent yourself, how to craft your life' in the face of uncertainties (Claxton,[5] p. 1). They will require adaptability, flexibility and creativity. If children are to be decision makers in an uncertain world then an appetite or disposition for 'learning to learn' needs to be developed within each child, they need to be provided with a measure of control over their learning and opportunities to self-manage and organise. Children with a 'mastery orientation' to learning are more likely to believe that effort is effective, vary their learning strategies in the face of difficulties and be achievers (Katz,[15] p. 59). When children are introduced to formal instruction or abstract thinking too soon they may learn knowledge and skills at the expense of the disposition to use it. One of the most important dispositions for children is that of interest and the capacity to become absorbed in, and sustain, intellectual engagement with complex uncertainties. This happens when children are engaged in play. Indeed, SEED[25] (p. 11) recommends that there is a need 'to debate curriculum balance in the early stages of primary school, and consider whether play and self-directed learning opportunities are under-represented'.

What are the challenges of providing meaningful learning for children while following the 5–14 curriculum in P1–P3 classes? Research has clearly established that the skills children gain from play comprise learning tools such as adaptability, flexibility and creativity and a disposition for lifelong learning. This paper attempts to build a bridge between educational research on play and the everyday work of teachers in primary classrooms.

Play theories can be divided into two main groups:

1. *Classical theories* that originated in the nineteenth and early twentieth centuries. These have attempted to explain why play excites and what purpose it serves and comprise:
   - surplus energy theory (Schiller: surplus energy, Spencer: surplus activity)
   - recreation or relaxation theory (Lazarus)
   - practice or pre-exercise theory (Groos)
   - recapitulation theory (Ha'l).

   (The first two view play as a means of energy regulation; the second two explain play in terms of instincts.)

2. *Modern theories* that attempt to determine the role of play in terms of child development. These specify the conditions that cause play behaviour and comprise:
   - Psychoanalytic theory (Freud, Erikson)
   - Arousal Modulation theory (Berlyne, Ellis)
   - Metacommunicative theory (Bateson, Garvey)
   - Cognitive theories (e.g. Piaget, Vygotsky, Sutton-Smith, Bruner).

The major issues raised in modern theories are to do with social responses to the environment and the impact of social interaction. For example, Vygotsky and Bruner stress the importance of other people's involvement in play in order to extend learning. Many studies support the notion that play can have a significant impact on problem solving, cognition and creativity.

Both the classical and modern theories assume play to be of extreme importance to a child's development and they all treat play as a means of learning. However, play is generally seen as an umbrella word and lacks an agreed definition. No definition is really satisfactory but all are influenced by the socio-cultural and political climate of the time. The following gives an indication of some the most recent influential theories, although no single theory completely explains the significance of play in children's development.[14]

Froebel (1782–1852) placed importance on:

- activities taking place outside that encourage free movement
- exploration of the environment
- the value of the creative arts
- spontaneous play.[11]

Montessori (1870–1952) considered that:

- learning through structured play, rather than spontaneous play, was important
- children learn independence by working alone in self-directed activity
- creativity only happens once structured learning has taken place
- children learn through sensory experiences in play.[1]

Susan Isaacs (1885–1948) believed that play is valuable:

- in enabling children to build positive relationships
- in helping children deal with strong emotions
- in enabling children to develop their thinking
- in assisting children to understand differences between reality and fantasy
- as an alternative to formal learning.[11]

Jean Piaget described four stages of intellectual development, each having a connection with play as the medium of learning. These are the sensorimotor stage from birth to 18 months approximately, the pre-operational stage from 18 months to 6 or 7 years, the concrete operational stage from seven years to 12 years approximately, and the formal operational stage from 12 years and older. The stages that concern us here are the second and third where children use their imaginations in play, can deal with logical reasoning and causal relationships. Children at this stage can follow games with more complex rules, enjoy the mental challenge of puzzles and learn through constructing intricate models. Through play they are able to develop problem solving skills and find creative solutions to situations. These are not stages to be hurried through as quickly as possible as this immersion in experience is a profoundly important part of learning and continues to be so, right the way through adulthood.

Lev Vygotsky (1896–1934) was a social constructivist who demonstrated that children's learning develops through interaction with adults and other children. He found that if the teacher takes a proactive role in creating a challenging learning environment by providing teaching, discussion and assistance in a child's Zone of Proximal Development the child is supported to a level of understanding beyond their existing level of competency.[29] Effective educators strive to ensure that children encounter challenges in a positive way by providing situations where physical and mental activity are in harmony and work creatively within the child.

Jerome Bruner values the importance of play and believes children need to be physically active and have first-hand experiences. This learning does not necessarily give conscious comprehension but helps to develop mastery and the ability to think, and provides opportunities to try combinations of behaviour that would not be tried otherwise. He stresses that play needs a purpose and that children require small sequences that build or scaffold their learning.[3]

Kathy Sylva suggests that play strengthens instincts needed for the future and that play is a child's way of practising and preparing for adulthood.[28] She also believes that play helps with problem solving. It reduces the stress of anticipating success and failure and can change the emphasis of the task from product to process.

Tina Bruce considers that children do not see a difference between play and work. In 'free-flow play' they are able to use their imaginations and extend their learning through weaving new patterns of understanding from aspects of the world around them. This type of play puts children in control as they are in charge in a non-threatening mode of learning, can model others and create possible selves that they can grow into.[5] Children's deep involvement or 'wallowing' in play and gaining of first-hand experiences results in high self-esteem and high levels of motivation through having ownership of the learning activity.[2] This involvement is when children are totally focused, concentrating intently and immersed in the activity. They are using mental energy in order to respond to their exploratory drive, resulting in deep-level learning demonstrated by enhanced performance on measures of learning outcome.[16]

Janet Moyles believes play should be accepted as a process that does not necessarily have any outcomes. It is structured by the environment and context in which it takes place and has the potential to be an excellent learning medium.[18] Moyles also states that parents have a right to expect play at school to be different from play at home. Home play is seen as occupational, comfortable, non-cognitively complex and mainly effortless, whereas school play is seen as accountable and achievement/goal orientated, cognitively complex and purposeful.

In each of the above theories there is general recognition of the benefits of play as a tool for learning such as those outlined here by the Children's Play Council.

- *Play promotes children's development, learning, creativity and independence.*
- *Play keeps children healthy and active – active children become active adults.*
- *Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop a sense of community.*
- *Play allows children to find out about themselves, their abilities ad their interests.*
- *Play is therapeutic. It helps children to deal with difficult or painful circumstances, such as emotional stress or medical treatments.*
- *Play gives children the chance to let off steam and have fun.*

Children's Play Council,[4] p. 5

The word 'play' itself causes difficulties. Moyles states that it is not the obverse of work and Cleave and Brown[6] suggest that because of its association with leisure and trivial pursuits the word 'play' should be replaced by a phrase such as 'activity-based learning' or 'contextualised learning'. While not suggesting an alternative word or phrase, the Department of Education and Science[7] makes a distinction between types of play:

> *We believe that it is vital for all adults with responsibilities for young children to recognise that for them play is a good deal more than recreation. It has a fundamental role in early childhood education supplying the foundation upon which leaning is built.*

The Children's Play Council[4] sees play as supporting and enriching formal education and states that:

> *... play and learning are not separate; play is part of learning and learning is part of play.*

Types of play

Bruce[2] suggests that play is part of a network of developmental and learning strategies involving:

- first-hand experiences
- games where the culture is learned
- representations of experiences
- making sense of learning through play.

Hutt (1979 in Moyles,[18] p. 8) classified play under three headings.

Epistemic behaviour

This is problem-solving, exploration, heuristic and productive behaviour where children explore the basic properties of materials to developing further knowledge.

Ludic behaviour

This includes socio-dramatic, imaginary, freeflow and fantasy play with opportunities for rehearsal and practice.

Games with rules

This incorporates social games and children's attempts at understanding rules. In school these categories are encouraged and planned by the teacher structuring:

- role-play situations
- outdoor learning
- problem solving activities
- small-world play
- construction
- play with natural materials
- creative play
- physical activities.

Adults as managers and scaffolders of play

Different theories of play have different implications for classroom practice. However, there is much evidence to indicate that play-based curricular experiences can raise standards given three main strands: the quality of provision, the value associated with play processes and the involvement of adults.[19]

> *Play underlies a great deal of young children's learning. For its potential value to be realised a number of conditions need to be filled:*
> *a) sensitive, knowledgeable and informed adult involvement and intervention*
> *b) careful planning and organisation of play settings in order to provide for and extend learning*
> *c) enough time for children to develop their play*
> *d) careful observation of children's activities to facilitate assessment and planning for progression and continuity.*
>
> Department of Education and Science,[7] paragraph 90

Creating the environment to learn through play

Providing for play requires consideration of four categories: space, time, materials, and rules.

Space

- Somewhere to play with appropriate and sufficient space that is safe.[26]
- Opportunities to change the amount of space through screens.[13]
- Consideration of the positioning of provision.

Time:

- in the day to allow for access to worthwhile play situations
- to explore and have hands-on experiences
- to review after play to discuss ideas/issues (The High/Scope, 'plan, do, review' system encourages children to reflect on experiences and what they have learned.).

Materials:

- that are accessible
- that are representative of a multicultural society and suitable for boys and girls
- use of different and varied resources to start, maintain and develop the potential of play. For example, the central positioning of furniture in home corners is found to be prohibitive.[13] Greater commitment to play is created when pupils are consulted and make their own decisions about the positioning of equipment[20]
- to be removed when they have served their purpose, otherwise the area becomes static[22]
- include stimulating resources of high quality that are appropriate to the stage of development[26]
- include resources that provide an acceptable level of risk-taking whilst removing known hazards.[4]

Rules

- to safeguard the children, provide a positive learning climate and enable play to occur
- to enable sharing and waiting for their turn. For example, by providing the exact number of aprons, bands, etc., children will know how many can go in a particular area.

Assumptions are sometimes made about children cooperating, but some children need to be shown how to do this and taught how to negotiate. Social skills are complex and take time to learn.

Planning for play

It is the way that teachers plan for play, as well as what they provide, that creates the learning situations. They can:

- plan structured play into the day
- plan to promote specific skills
- plan outcomes from role play. For example, children can talk through or draw what is going to happen in the role play area first. This then becomes a record of their play
- plan for progression (see Wood and Attfield,[30] pp. 92–95) and differentiate to challenge children appropriately, taking into account children with special educational needs
- position adults and inform them of the learning intentions.

Teaching through play

The teacher's role involves:

- planning learning activities within the framework of the 5–14 National Curriculum
- articulating beliefs about play to parents and children
- teaching skills and knowledge directly through adult participation and initiation[17]
- teaching through modelling behaviour (Wood and Attfield,[30] p. 105). Children getting messages from teachers about the importance of play by the amount of time that the teacher spends on play
- scaffolding learning. A Vygotskian model purports that the role of the educator is fundamental in supporting children's learning and development through play. Scaffolding breaks the task into smaller sequences, directing children's attention to specific aspects of the situation and giving children feedback
- motivating children and fostering their interests
- encouraging children's enquiry
- encouraging children to think about their learning
- teaching through interacting with children. However, teachers need to decide when to intervene as adult intervention can disrupt play and children no longer see it as theirs (Gura,[10] p. 34). Wood and Attfield[30] argue that although teachers know that involvement in children's play is desirable, in reality they often lack the time or skills to do so. Smilansky[27] found that adult encouragement such as modelling, verbal guidance, thematic-fantasy training and imaginative play training increases the amount and complexity of fantasy and socio-dramatic play in children. Furthermore, some increase is maintained when play training has stopped.[19] A constructivist model sees the adult's role as waiting for the appropriate moment to intervene. In this Piagetian model the adult's role is seen as responding to the child's self-initiated activity and allowing the child to construct knowledge for themselves.

Assessing learning that takes place in play

Assessment can help teachers to make provision for play activities that challenge children sufficiently. It can be helped by:

- planning for assessment opportunities
- gaining a window into children's feelings through observation. Bruce,[2] (p. 9) suggests four questions to ask when observing play:
  - Is the child learning through first-hand experience?
  - Is the learning through a game?
  - Is the learning through representation?
  - Is the learning through play?
- developing and maintaining records of learning
- recognising the quality of play and the learning that results from particular types of play for individuals.

The Effective Early Learning Research Project[23] developed a number of questions to evaluate and improve the quality of play (adapted below).

Aims and objectives

- Is there a policy on play?
- How is the policy communicated?

Curriculum

- What play activities are available?
- What curriculum experiences do they offer?
- How broad and balanced are these experiences?
- Is there continuity and progression in children's play?

Teaching and learning strategies

- How is play structured or directed to encourage learning?
- What rules operate and who sets them?
- What is the role of the adult?
- What opportunities do the adults create for dialogue?
- How much involvement is there by the adult in the activity?

Planning, assessment and record keeping

- Who is involved in the planning?
- Are children assessed in their play?
- How is this assessment recorded?

Physical environment

- How much space is available for play activities inside and outside?
- How is this space organised and used?
- What resources and equipment are available?
- What condition are they in?

Equal opportunities

- In what ways do the play activities reflect cultural and physical diversity?
- How far and in what ways does the play challenge stereotypes?
- Does the play equipment reflect an awareness of equal opportunities issues?

Parental partnership

- How are parents involved in the play?
- Does the play reflect the children's home and community environment?

Monitoring and evaluation

- How is the quality of play monitored and evaluated?
- How often is it done?
- Who is involved in the process?

After nursery education children continue to learn by playing. They do not stop learning through interactive processes and direct experience just because they change classes.

Accessing the curriculum through activity-based learning

It is not possible in a short paper to explore all these strands but here we look at some examples of play that could occur.

Personal and social development/English

Personal and social skills such as:

- risk taking
- trial and error
- testing ideas and finding solutions
- making comparisons
- forming values and attitudes
- exploring feelings.

English skills such as:

- understanding information
- considering consequences and implications
- communicating, negotiating, compromising and persuading.

These can be developed through role play as it has the potential for:

1. Learning more about various social roles where children are able to reflect on and experience social rules, status, empathy, and language. Children can play out situations that they come across and sometimes finds difficult to understand. Equipment such as dolls can help the child to act out emotions. For example, love, hate, being cross, being tender, etc., and the dolls will accept it. When children do this they are in control of the situation and can come to terms with it. The power of role play is that children can skim over the parts of a situation that they do not yet fully understand.
2. Developing self-awareness and seeing themselves from another point of view. Sometimes it involves imitating the teacher or parents and the way they behave towards others. Sometimes children puts themselves in the place of others, not just copying, but trying out how it feels to be someone else, behaving as they do and attempting to understand family lives other than their own, including ethnic groups. (Clothes and hats help here.)
3. Developing imaginative skills. Sometimes children will re-live incidents and enhance situations that were emotionally important, for example an outing, a meal or a visit. (It is helpful to include some form of communication, for example a telephone, writing tools, notepad, noticeboard and computer in a role-play area).

Role play can be used as a starting point, particularly if adults are leading it. For example the 'Boxes Game'[24] where at circle time a pile of pretend boxes, each 'containing' different faces, are opened and copied. This 'play tutoring'[27] becomes a shared learning where children are energised and supported. A book can be used to start an idea that is developed through role play. For example, acting the story of the 'Three Billy Goats Gruff'.

Mathematics

Open-ended mathematical games provide a play context for learning skills.[9] Play can provide the repetition, motivation and persistence needed to establish understanding of maths. For example, the 'Monsters in the Bath' is a game where pupils roll two dice, add their numbers together, and give their monster the correct number of sponges. Number rhymes and games using dominoes and number squares can help with counting, adding and subtracting.

Science

A class of P1 children might learn about sound by playing with, and talking about, musical instruments. Children who show perceptive observations of what is happening when instruments are played might be challenged to look for patterns in their observations and encouraged to predict and explore what makes a difference to the sound an instrument makes (Naylor and Keogh,[21] p. 49).

For pupils experimenting with floating and sinking a range of objects and materials can be provided and pupils encouraged to explore their ideas through sorting activities, making predictions, playing with ideas that try to alter the way things float or sink.

Expressive arts (art and design, drama, music, physical education)

Children can be encouraged to play with musical ideas by singing improvised responses in musical 'conversations'. For example, by drawing on everyday material and popular culture the teacher can introduce a song based on a blues theme starting with 'I woke up one morning and ...' The child carries on the song to tell the teacher what they saw or what happened.[12] In this way children play with musical ideas, developing musical identities and improvisational thinking.

Implications for current methods of teaching

There seems no doubt that children learn through play and are motivated by it. Play is highly valued by theorists as a means of helping the learning process and enhancing development. However, play and learning are not different. Play is a type of learning that leaves a residue of a more robust and inquisitive mentality than that which develops from teaching knowledge and skills. Children use concentration and energy in play, learning about themselves, experimenting with their feelings and developing confidence. At its most productive, play is dynamic and is characterised by deep concentration, high energy and total involvement. The opportunities for personal choice and decision-making that play provides, promotes the growth of cooperation, independent thinking and autonomy. Through play, children make sense of the world and learn cognitive and social skills. They begin to see themselves as individuals in their own right and learn to form relationships with others.

This paper raises a number of issues for further reflection. Starting points for discussion might be to explore ways of:

- raising staff awareness of the benefits of teaching through play with P1–P3 children
- giving play a higher profile in classroom activities
- developing resources
- planning a broad range of contextualised learning experiences within children's physical and psychological capability that provide challenge and interest
- developing opportunities for pupils to engage with activities and become intensely involved in their learning – where there is a balance between in-depth, 'uncovering' of the curriculum as well as coverage
- keeping records of learning that has taken place through play
- helping parents to understand the relationship between play and learning.

Play services and websites

- Children's Play Council, www.ncb.org.uk/cpc.htm
- Children's Play Information Service (CPIS), CPIS@ncb.org.uk
- *Playtoday*, a free bi-monthly journal produced by the Children's Play Council, e-mail: playtoday@ncb.org.uk

References

1 Bennett, N., Wood, L. and Rogers, S., *Teaching Through Play*, Buckingham: The Open University Press, 1997

2 Bruce, T., *Helping Young Children to Play*, London: Hodder and Stoughton, 1996

3 Bruner, J. S., *Acts of Meaning*, Cambridge Mass.: Harvard University Press, 1990

4 Children's Play Council *The New Charter for Children's play*, London: NCB/ Children's Society, 1998

5 Claxton, G., 'A Sure Start for an Uncertain Future', in *Early Education*, 2000

6 Cleave, S. and Brown, S., *Early to School: Four Year olds in Infant Classes*, London: NFER/Routledge, 1991

7 Department of Education and Science, *Starting with Quality*, HMSO, 1990

8 Fraser, H., MacDougall, A., Pirrie, A and Croxford, L., *National Evaluation of the Early Intervention Programme: Final Report*, Edinburgh: Scottish Executive, 2001

9 Griffiths, R., 'Mathematics and Play' in Moyles, J. R. (ed.) *The Excellence of Play*, Buckingham: Open University Press, 1994

10 Gura, P., 'Roles and Relationships' in Robson, S. and Smedley, S. (eds), *Education in Early Childhood*, London: David Fulton Publishers, 1996

11 Harding, J. and Meldon-Smith, L., 'Playing by the Book' in *Professional Nanny and Childcarer*, 16–17, 2000

12 Hargreaves, D., A paper presented at the TACTYC conference on *Creative Teaching and Creative Learning in the Early Years*, Great Malvern, Worcestershire, 16–17 November 2001

13 Haworth, J., Desforges, A. and Orgill, D., 'Home sweet Home Corner', *Education 3–13*, Vol. 20 Number 1, 1992

14 Hughes, F. P., *Children, Play and Development*, Needham Heights, Massachusetts: Allyn and Bacon, 1991

15 Katz, L. G., *Talks with Teachers of Young Children*, New Jersey: Ablex Publishing, 1995

16 Laevers, F., 'Deep Level Learning – An Exemplary Application on the Area of Physical Knowledge' in *European Early Childhood Education Research Journal*, Vol. 1, Number 1, pp. 53–68, 1993

17 Manning, K. and Sharp, A., *Structuring Play in the Early Years at School*. London: Ward Lock Educational, 1977

18 Moyles, J. R., *Just Playing?*, Buckinghamshire: Open University Press, 1989

19 Moyles, J. R. (ed.) *The Excellence of Play*, Buckingham: The Open University Press, 1994

20 National Children's Bureau, 'Promoting Opportunities for Children's Play' in *ChildFacts 7*, National Children's Bureau, 1997

21 Naylor, S. and Keogh, B., 'Progression and Differentiation in Science: Some Specific Strategies' in Cross, A. and Peet, G. (eds) *Teaching Science in the Primary Classroom. Book Two: Action planning for Effective Science Teaching*. Plymouth: Northcote House Publishers, 1998

22 Pascal, C., *Under-Fives in the Infant Classroom*, Stoke-on-Trent: Trentham, 1990

23 Pascal, C., Bertram, A. and Ramsden, F., *Effective Early Learning Research Project*, Amber Publishing Company and Worcester College of Higher Education, 1994

24 Reid, J., 'Opening Act' in *Nursery World*, pp. 14–15, 29 July 1999

25 Scottish Executive Education Department: *Early Intervention in Literacy and Numeracy* (Interchange 71), Edinburgh: SEED, 2001

26 Sheridan, M. D., *Play in Early Childhood: from birth to six years*, 2nd edn, London: Routledge, 1999

27 Smilansky, S., 'Sociodramatic Play: its relevance to behaviour and achievement in school' in Klugman, E. and Smilansky, S., *Children's play and learning perspectives and policy implications*, Teachers College Press, 1990

28 Sylva, K. and Lunt, I., *Child Development: A First Course*, Blackwell, 1992

29 Vygotsky, L. S., *Mind in Society: The Development of Higher Psychological Processes*, Cole, M., John-Steiner, V., Scribner, S. and Souberman, E. (tr./ed.), Massachusetts: Harvard University Press, 1978

30 Wood, L. and Attfield, E., *Play, Learning and the Early Childhood Curriculum*. London: Paul Chapman Publishing, 1996

Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY Tel: 01382 443600 Fax: 01382 443645/6
Learning and Teaching Scotland, 74 Victoria Crescent Road, Glasgow G12 9JN Tel: 0141 337 5000 Fax: 0141 337 5050
www.LTScotland.com e: enquiries@LTScotland.com
Price: £3.00

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: CONTEXTUALISED LEARNING FOR 5–8 YEAR-OLDS	
Author(s): FABIAN, HILARY	
Corporate Source: LEARNING AND TEACHING SCOTLAND	Publication Date: 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1	Level 2A	Level 2B
? ☐	? ☑	? ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Tegwen R. Wallace	Printed Name/Position/Title: TEGWEN WALLACE SENIOR INFORMATION SPECIALIST
Organization/Address: LEARNING AND TEACHING SCOTLAND GARDYNE ROAD BROUGHTY FERRY DUNDEE DD5 3HT	Telephone: 01382 443600 FAX: 01382 443645
	E-Mail Address: T.Wallace@LTScotland.org.uk Date: 21/4/03

PS 03037